

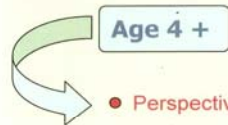
How to Think, Not What to Think: A Problem Solving Approach to Violence Prevention

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ICPS Skills




- Perspective – Taking
- Alternative Solutions
- Consequential Thinking



- Mixed Emotions
- Understanding Motives
- Means-ends (sequential) Planning

ICPS Ladder Climbing to ICPS Dialogues



RUNG 4: Problem Solving
 How do you think (your friend) feels when ... ?
 How do you think I feel when ... ?
 What might happen if ... ?
 How might you feel if that happens?
 Can you think of a different way to ... ?

RUNG 3: Explanations
 If you hit, you might hurt.
 If you grab toys, no one will play with you.
 I feel angry when you ...

RUNG 2: Suggestions
 You should ask for what you want.
 Why don't you share your toys?
 If you want a friend, have her over.
 Tell her you're sorry.*

RUNG 1: Power
 Give it back now!
 How many times have I told you ... !
 Now say you're sorry!
 Go to time-out!

*depending on tone of voice, may be a comment

I CAN PROBLEM SOLVE 3

ICPS Vocabulary Words

- Is/Not
- Same/ Different
- Or/And
- Some/All
- Before/After
- Now/Later
- Might/Maybe
- If-Then



I CAN PROBLEM SOLVE 4

FOCUS: FEELINGS AND PREFERENCES

How does _____ feel?

How do you think I feel when _____?

How do you feel about _____ being (sad, mad, angry)?

Do you and _____ feel the SAME way or a DIFFERENT way about _____?

I CAN PROBLEM SOLVE

5

Did I ICPS Today?

1. The problem (when two people see a situation in a different way) was _____.
2. Who was involved? _____ and _____.
3. Before the problem was solved, I felt _____ and _____.
4. The other person (or people) felt _____ and _____.
5. I did or said (my solution) _____.
6. What happened next (the consequence) was _____.
7. Was the problem solved?
8. If the problem was not solved, I could have tried a different way. Five things I could have done or said are: a. _____ b. _____
9. Which one might be the best solution of all?
10. Why might that solution be the best one?
11. Some things I might think about the next time a problem comes up are _____.

I CAN PROBLEM SOLVE

6

**Examples of ICPS
Incorporated into Standard
Curriculum**

Feeling Words

Preschool/Kindergarten

**Would you be happier with a half
or a whole piece of pizza?**

**How do the people in your
neighborhood feel when:**

A house is on fire?

People are fighting?

It's clean-the-street day?

**Examples of ICPS
Incorporated into Standard
Curriculum**

Intermediate Elementary Grades

**Would you feel HAPPIER with
 $1\frac{2}{2}$ - 5 pieces of pizza or (2×4) -
6 pieces of pizza?**

**You are a runner and you missed
winning by $\frac{2}{5}$ of a minute or $\frac{1}{4}$
of an hour - 13 minutes? Which
would make you feel more
FRUSTRATED?**

**Examples of ICPS
Incorporated into Standard
Curriculum**

**Alternative Solution Thinking
Intermediate Grades**

**How many combinations of
numbers can you think of to
equal 30?**

$1/2$ of 60

$180/6$

5×6

**Examples of ICPS
Incorporated into Standard
Curriculum**

Consequential Thinking

What might happen if . . .

**No one watered the plants
for three weeks?**

**Someone ate potato chips
and candy all day?**

Concentration Games

To improve memory, the matches are equal or related to each other.

MATH		SCIENCE	
Set 1	Set 2	Set 1	Set 2
5 x 5	5 ²	Camel	Lives in desert
18/3	6	Paper clip	Can be magnetized
GEOGRAPHY		SOCIAL STUDIES	
Set 1	Set 2	Set 1	Set 2
XXIV	24	Pennsylvania	Harrisburg
3 ³	27	Illinois	Springfield
24 months years	2	Thomas Jefferson	Third president of the U.S.
4 quarts gallon	1	Martin Luther King	Civil rights leader
3 feet yard	1		
3 hours minutes	180		

I CAN PROBLEM SOLVE 11

Summary of Research

Compared to comparable controls:

- ICPS Skills of Solution, Consequential (ages 4+), and Means-Ends Thinking (ages 8+) significantly improve
- Early High-risk behaviors decrease:
 - physical and verbal aggression
 - inability to wait and cope with frustration
 - social withdrawal

Summary of Research

Pro-social behaviors increase:

- positive peer relations
- concern for others in distress
- sharing, caring, cooperation

Summary of Research

Trained Ss performed better on academic achievement tests,

suggesting that once behaviors mediated by ICPS improve,

youngsters can better focus on the task-oriented demands of the classroom.

Within ICPS Trained Groups

- A direct link between trained ICPS skills and behaviors supports ICPS as significant behavioral mediators
- Gains lasted as long as followed: 1 to 4 years

Within Trained ICPS Groups

Trained Ss not initially showing behavior problems were less likely to begin showing them later - supporting ICPS activities as prevention as well as treatment for those already displaying high-risk behaviors

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